

Service Learning in the Classroom

An Honors Thesis (HONRS 499)

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Abstract

Service learning is a technique that enables teachers to combine the academic curriculum with community service. Although this type of learning began in the 19th century, it is becoming more predominant in classrooms across the nation. Because it provides benefits to students of a variety of backgrounds and ability levels, service learning is one method of teaching, which allows students to relate positively to the world beyond the classroom.

After an examination of the benefits of service learning, a personal account of my experiences implementing this type of learning in a fifth grade classroom is included. Additionally, there is a handbook included to help teachers begin a service learning program of their own.

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Research Paper

***Exploring the Components and
Benefits of Service Learning***

As schools across the country tackle with increases in academic standards, diversity among students, and violence, programs working to target these needs are becoming a necessity. Many schools working to promote student achievement both in the classroom and as productive, law-abiding citizens are now including elements of education designed to bring the classroom and community together. When successfully integrated in K-12 classrooms, service learning can effectively enhance the academic curriculum while allowing students the opportunity to become active citizens by making a difference in their community. Additionally, service learning is a tool that can benefit students with varying ethnic, economic, and academic needs.

What is Service Learning?

Because service learning programs vary from school to school, it can be difficult to create one universal definition. Overall, most service learning programs have the common goal of expanding the academic curriculum by allowing students to become actively involved in making a difference for their communities. Schools across the nation have taken this overall concept of service learning and adapted it to best serve the needs of their students. While approaches and local definitions may differ, there are components of service learning which remain constant.

When asked to pinpoint the origin of service learning, many advocates indicate that it is John Dewey's experiential learning theory, based on the principles of continuity and interaction, that has helped develop service learning over the years (Johnson, 454). According to Dewey, because the "life and educational experiences and habits of a student influence both the student's current and future educational experiences, schools

must therefore provide opportunities for students to apply learning to the community and world beyond," (454).

In 1993, several service learning educators created the Alliance for Service Learning in Education Reform (ASLER) to create national guidelines and definitions for service learning (Wade, 19). The service learning definition established by this organization reads as follows:

Service learning is a method by which young people learn and develop through active participation in thoughtfully-organized service experiences: that meet actual community needs, that are coordinated in collaboration with the school and community, that are integrated into each young person's academic curriculum, that provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity, that provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities, that enhance what is taught in the school by extending the student learning beyond the classroom, and that help to foster the development of a sense of caring for others.

Along with a national definition, ASLER created a list of eleven standards to be included within service learning programs. In Rahima Wade's *Community Service-Learning*, the author combines ASLER's standards with those of a variety of other experts in the field, to form the six core elements needed in an effective service learning program. Although these core elements may differ in their application within each program, the following are seen as the necessary first steps to success.

- **Preparation** – In the first step of planning, it is necessary to create a time line for the project, assign responsibilities, set goals, brainstorm possible problems and solutions, set up orientations, and focus on group development (21).
- **Collaboration**- Collaboration involves teachers, administrators, students, and community representatives working together to develop a program that will best meet the needs of all participants (21)
- **Service** – As the cornerstone of the program, service should actively engage the students in "responsible and challenging actions for the common good," (21).
- **Curriculum Integration** – By integrating service projects with the academic curriculum, students can see the relevance in their academic work and often show more motivation to learn skills when they see how to apply them (21).

- **Reflection** – To help students learn from their experiences, structured time for reflection must be given to allow students to write in journals, discuss experiences with peers, work on presentations, draw, or participate in a variety of other reflective activities (22).
- **Celebration** – Finally, a service learning program must reward students to show that their contributions are appreciated, as well as publicize the program to the community and motivate others to get involved (23).

Even when following the general guidelines established for service learning, programs can still fall within three categories of service to the community. The first category of service learning is that of direct service, in which participants “are actively involved in a way that requires face-to-face interaction(s) with the recipients of project effort(s),” (Johnson, 454). Examples of direct service include students leaving the school premises to work at nursing homes, tutor younger students, and assisting in shelters for the homeless. The second type of service learning is indirect service, in which “participants do not have direct contact with those who benefit from their service; rather, they provide financial assistance or goods to another individual, group, or agency for administration,” (454). Indirect service projects include fundraisers from which proceeds are used to help various organizations in the community. The final type of service learning is advocacy service, in which “participants do not provide financial aid or goods to the administering individual, group, or agency, nor do they have direct contact with the recipients; rather, they raise awareness of an existing need or issue by advertising it, to motivate community or individual action,” (454). Amnesty International is one group working to encourage advocacy service through letter writing campaigns and community presentations.

Once a school has adapted its own guidelines and chosen the type of service learning that would best meet the needs of the students, consideration must be given as to how

service learning will be implemented into the curriculum. As discussed later in this paper, some school systems now require community service to meet graduation requirements, while others create the service opportunities and allow students to choose whether or not to dedicate their time. Overall, research has shown three effective ways which schools can choose to introduce service learning. Some schools have chosen to create community service classes which students may take as electives and perform service to the community during the school day (Hope, 237). Service learning can also be conducted by offering extracurricular service activities through a school service club or organization (237). Finally, in an integrated curriculum, service learning can be included into academic classes through thematic units of study (237).

History

As early as the 19th century, bridges between communities and local schoolhouses were evident across the country. Older students serving as “peer mentors” helped younger students with lessons, families hosted teachers in their homes, and school calendars focused around farming schedules, all indicating the strong tie between school and the community (Kinsley, 1). Although the term service learning would not be coined for several more years, helping others and the community had already become a natural part of the educational process for many schools.

In the early 20th century, efforts to allow the nation’s youth to actively help others became more developed. In 1910, American philosopher William James called for a program of national service for youth that would function as “the moral equivalent of

war,” (Waterman, 2). The economic circumstances of the Great Depression in the 1930s, provided a catalyst for millions of unemployed youth to become involved in President Franklin D. Roosevelt’s Civilian Conservation Corps (2). Through this federal organization, youth worked providing benefits to the environment, the society, as well as themselves (2).

Further federal attempts to help youth become involved in the community came during the Kennedy and Johnson administrations. With this federal promotion of volunteering, educators across the nation began to see the importance of service and the benefits involved. As these federal campaigns continued to increase the involvement of youth across the country, service learning in schools was born. In 1961, President John F. Kennedy created the Peace Corps to allow young adults to volunteer to help in developing nations (Waterman, 24). President Lyndon B. Johnson’s 1964 “War on Poverty,” resulted in the creation of a variety of volunteer organizations including Volunteers in Service to America (VISTA), a National Teacher Corps, the Job Corps, and the University Year of Action (24).

In more recent years, the federal government has increased its role in the development of service learning for all levels of education. To promote volunteering on a national level, President George Bush established an Office of National Service in the White House as well as the Points of Light Foundation in 1989 (Waterman, 24). In 1990, President Bush promoted youth to become involved in helping their communities when he signed into law the National and Community Service Act (24). This act established the Commission on National and Community Service to “provide funds, training, and technical assistance to states and communities to develop and expand service

opportunities for citizens of all ages,” (Waterman, 25). The Act also helped establish Learn and Serve America, a national organization working to promote service learning at all levels of the educational system. In 1993, President Bill Clinton further promoted service learning when he signed the National and Community Service Act. This act increased the funds available to states for service learning programs in grades K-12, established the Americorps program for college-aged students, and further developed the programs for higher education service learning (25).

Benefits of Service Learning

Over the past several years a variety of research and studies have been conducted to determine the effects of service learning on participants. From this research, a variety of benefits have been found for students of varying ethnic groups and economic statuses, teachers, as well as recipients. Gains in both academic and social areas have been noted, including increases in grade point averages, attendance, self-esteem, and motivation.

When effectively used in the curriculum, service learning provides students with many opportunities to increase a variety of academic skills. As students begin service in the community, they become involved in a hands-on experience that allows them to acquire their own knowledge and skills. This idea of students obtaining their own information follows the constructivist view of learning which “entails making sense out of surroundings based upon one’s own schemata,” (Hope, 237). Through service learning, students are able to make their own observations and conclusions, explore a variety of possibilities, and understand various complexities of society (237). As students work to construct their own experiences, learning is extended from the

classroom and becomes more relevant. According to teacher Joseph Ciaccio who includes service learning within his secondary classroom, "service learning can enrich the curriculum when students see the projects they are engaged in as genuinely productive," (Ciaccio, 64).

Students participating in service learning programs also develop critical thinking skills often not included in the basic academic curriculum. Through service learning, students identify a variety of community problems, and then analyze, hypothesize, and synthesize to solve a real-life problem (Ciaccio, 64). The link between this type of learning and the development of critical thinking skills is enhanced at the secondary level through lessons provided by Active Citizens Today (ACT), a joint project between the Close Up Foundation and the Constitutional Rights Foundation (64). The lessons provided to schools allow teachers to lead critical thinking activities and discussions linked with service learning projects such as homelessness, drugs, and crime (64).

In Florida, a two-year, federally funded service learning program organized through Learn and Serve America, further exhibits the many academic improvements resulting from students becoming involved in their communities. From 1994-1996, 25,000 Florida students each year, including many at-risk students, participated in a variety of service projects resulting in over 304,430 hours of service each year (Follman, 35). Studies from the programs showed a 62 percent increase in attendance of participating students, and an increase of 66 percent for at-risk participants (35). Reports also indicated a 72 percent improvement of students' GPA, with an increase of 79.5 percent among the at-risk population (35). Discipline referrals among participating students decreased by 72 percent, and for at-risk students, referrals decreased by 80 percent (35). Overall, Florida

students involved in service learning programs improved their attendance, grades, and conduct, noting greater gains made by students considered at-risk.

Further academic benefits of service learning were documented in a three-year study conducted by Learn and Serve America from 1993-1996. The results of this national study indicated "a positive impact on the measures of educational engagement, aspirations, and achievement of service learning participants...Participants had higher grades in social studies, math, and science, were more likely to want to go to a four year college, and rated their school experience more positively than a group of comparison students," (Brandell, 50). This study also indicated that while students of all ages can benefit from service learning, it was the middle school students whose academic areas indicated the greatest increase (50).

For students participating in service learning programs, the benefits often reach beyond the academic demands of the classroom. Many educators and experts feel that today's youth have "little knowledge of government and often have poor attitudes about their responsibilities as citizens," (Alt, 12). Service learning is quickly being viewed as a way to change these conceptions, as students become involved in their community and learn how to be active, caring citizens. In a 1993 study by Hamilton and Zeldin, a group of high school students participated in a service learning project where they volunteered at local government agencies (13). The results of this study indicated an increase in the "students' knowledge of local government, sense of competence in political work, and belief that that government agencies respond to the public's needs," (13).

Personal development among service learning participants is also evident on a variety of levels. A high school volunteer program was the focus of a 1984 study that indicated

student growth in a variety of areas of personal development. The students in this study displayed growth in their "feelings of social responsibility and capacity to empathize, moral reasoning ability, self-esteem and assertiveness, social and communication skills, and orientation toward civic participation," (Kinsley, 11). The study also indicated a significant increase in the self-esteem of at-risk students who volunteered to tutor younger children. After conducting a series of studies over ten years, D. Conrad noted that "the most consistent finding of studies of participatory programs is that these experiences do tend to increase self-esteem and promote personal development," (Wade, 31).

Through service learning, students also develop a sense of acceptance for others, leadership skills, and personal and social responsibility. Learn and Serve America's three year study of service learning indicated that participants in service learning programs "scored significantly higher on measures of personal and social responsibility, acceptance of cultural diversity, and service leadership than a comparison group of students in the survey," (Brandell, 50). A 1988 study by Hamilton and Fenzel, found that students working with community improvement projects showed a significant increase in social responsibility (Wade, 31). Several studies in the 1980s by Newmann and Rutter led to their conclusion that "community service projects did have a positive impact on students' sense of social responsibility and sense of personal competence as contrasted with comparison groups," (31).

The benefits of service learning carry over across ethnic and economic barriers. A 1999 study by Johnson and Notah, was conducted in an urban middle school of primarily Hispanic students, and showed results similar to those listed above. Students

brainstormed community needs relating to the science curriculum and then worked individually to assess those needs and their personal interests for their volunteer hours. Each student was to keep a candid personal journal, which when assessed displayed only positive opinions of the projects, despite the instructions to be honest and open. Students also conducted individual interviews with adults, held class discussions, and were observed throughout the duration of the study. Based on the study, it was determined that "integrating service learning into the traditional science curriculum enhanced students' self-esteem and responsibility," (Johnson and Notah, 464).

Students are not the only participants of service learning whom receive benefits from the program. Despite the time and energy needed to organize a service learning program, teachers also can find many positive factors within. A middle school teacher in Springfield, MA, expressed the benefits of service learning in helping her relate more positively with her students. She expressed that when teachers in her school participate in service learning programs, "students saw their teachers as real people for the first time, as people they can respect, relate to and be respected by and be needed by. You can work...half a year or a whole year before you'll get that meaningful connection in the classroom, but outside the classroom it will happen almost instantaneously," (Kinsley, 6). Another service learning teacher, Joseph Ciaccio, explains that service learning can be a fun change from the curriculum, can entice non-academic students to become involved, and allows teachers to relate to their students on a different level (65). Ciaccio also claims that by working with the students, there is likely to be more trust, less tension, and a greater cooperation from students (65).

Assessment of Service Learning

As with any part of the academic curriculum, assessment should be included within a service learning program. Although there are a variety of ways to assess student progress, teachers must work to find the methods of assessment that are best designed to meet the needs of their students and the service learning program in place. While there is some debate about the effectiveness of assessment in a service learning program, teachers have many options and resources that they can use to evaluate both the progress of the students and the effectiveness of the overall program.

When creating the standards for service learning, the ASLAR committee included thoughts on evaluation procedures and suggestions as to how to begin an assessment program within service learning. According to ASLAR, "effective evaluation is essential for assessing the outcomes of service-learning programs, for making decisions about improving the program, and for strengthening support for the program in the school district and community," (Wade, 23). ASLAR also suggests that evaluation procedures be used throughout the service learning program beginning with initial interest questions (23). Teachers must then identify the methods of evaluation to be used throughout the program, and decide how results of the evaluations will be used for class assessment (23).

One type of evaluation which can be used to evaluate student progress in service learning, is quantitative assessment. With quantitative assessment, teachers are able to develop "hard numbers" which can be used for documentation and grades in schools without alternative assessment procedures (Wade, 43). Tests covering academic information related to the service project can be given, gains in achievement can be

noted, and a variety of statistics about the project can all be calculated through this type of assessment (43).

For most teachers using a service learning approach, alternative methods of assessment are used to determine student progress. One of the most frequently used methods is that of a service learning portfolio. Within their portfolio, students of all ages are able to choose the work they feel best represents their growth through the duration of the service project. Students may include creative works (drawings, essays, pictures), various projects completed, awards, and any other materials they feel document personal and academic growth (Wade, 21). These portfolios are cumulative and therefore allow the teacher to document growth over a period of time.

Another form of alternative assessment used with service learning is the use of presentations to external audiences. As students work with problems in the community, they discover information and issues existing that they can share with other students, as well as members of the community (Wade, 21). Teachers can evaluate students' knowledge of the issues surrounding the groups they work with, communication skills, participation, and competence through these presentations (21).

When evaluating the effectiveness of the program and student attitudes, teachers often use one of the key components of any service learning program: reflection. Through journals and discussions, teachers are able to determine the effects of the service learning program on the students. According to one expert in the field, reflection of service learning activities is second only to the actual participation in the program (Claus, 19).

Properly organized service learning projects are built around two elements. First, they involve direct experience through actual improvement projects in the community. Second, they involve reflective thought about the meaning of those experiences... This blend of theory and practice, thought, and action provides the necessary ingredient to bring together the cognitive and affective dimensions

which result in authentic learning. Without reflection, activities may become a random series of trial and error attempts... (Claus, 9)

Teachers can also evaluate the effectiveness of a service learning program through surveys, questionnaires, and interviews. Given before and after the service learning program is in place, teachers can evaluate changes in knowledge, attitudes, or services, quickly and efficiently (Wade, 45). Surveys and questionnaires may be given to all those involved in service learning, including students, service recipients, and agency representatives (45). Interviews provide a more in-depth look at the program, but due to the time commitment involved with this process, it is suggested that only key program participants be interviewed (45).

Successful Examples of Service Learning

Throughout the country, many schools have implemented a variety of successful service learning programs for students of all ages. Following the basic guidelines for establishing a service learning program, these schools have received notice for their ability to integrate service learning into the curriculum. Highlighted here are a few examples of programs in which all participants benefit from the use of service learning.

As the first state in the nation to require students to perform community service as a condition for graduation, Maryland school systems have been incorporating service learning for almost 15 years. According to the state law:

"Students shall complete one of the following (1) 75 hours of student service that includes preparation, action, and reflection components, and that, at the discretion of the local school system, may begin during the middle grades; and (2) a locally designed program in student service that has been approved by the state superintendent of schools," (Finney, 37).

To help implement service learning, the state Department of Education created the Maryland Student Service Alliance (MSSA) which helps provide the funding, framework, and approvals for service learning projects (37). Within the state, each district has a representative who serves on the MSSA and handles the service needs and support of the district (37). Although the service projects vary throughout the state, overall the graduation requirement has been beneficial to students who reflect the gains that can be achieved by adding community service to the curriculum.

With one of the oldest service learning programs in the country, Shoreham-Wading River Middle School in Long Island, NY, has become a pioneer in integrating service and academics. Beginning with one classroom in 1973, service efforts at this school now include everyone working to reach the goal of helping all students understand those who are different from themselves (Wade, 167). Service experiences usually last six to ten weeks, and occur during a double class period in which students visit their service site once a week, work to prepare for the visit, and reflect upon their experiences (167). To help coordinate programs, facilitate communication, and overall ensure the effectiveness of the school-wide program, the system employs a full-time coordinator and assistants to supervise service learning (167). Students work with teachers to combine their academic lessons with the activities that they plan for groups such as the elderly and individuals with disabilities (167).

Turner Middle School in Philadelphia is the site of another successful service learning program. As an urban, Chapter 1 school, with a large minority population, Turner still has over 100 students who are a part of the school-within-a-school program (Wade, 169). Started in 1985, this program works with local community medical

workers and university students who help Turner students learn about important health-related issues. After researching topics chosen by grade levels, students work to educate peers, families, and community members about health needs. Because the nature of this program only involves a portion of the school and minimal transportation is required, preparation, expenses, and staff needs are less than other school-wide programs, but the benefits to all participants are still evident (Wade, 169).

Felida Elementary School in Vancouver, WA, uses technology to promote their service learning program. After receiving grants from Learn and Serve America, a program that began by allowing elementary students to be pen pals with nursing home residents, has become a system-wide project (Wade, 175). High school students teach the elderly how to use computers to communicate with intermediate grade students working on letter writing, younger children make decorations for the residents, and students of all ages have the opportunity to visit with the residents to learn about history not available in text books (167).

These programs are just a few of the many successful examples of integrating service learning into the curriculum. These examples indicate that service learning is an effective tool for students at all grade levels, as well as for students from a variety of cultural backgrounds.

Challenges of Service Learning

Despite the many known benefits, there are several controversies surrounding the use of service learning throughout school systems in the country. As service learning becomes more popular, financial, Constitutional, academic, and logistic concerns have

all been expressed. Although these concerns are taken seriously, little evidence has been documented stating that the negative forces outweigh the positive outcomes of service learning.

One argument against service learning is the financial situation of many students. When service learning is required as an extracurricular activity, many students who must work are forced to make a choice between earning needed money and academic requirements (Gardner, 17). For schools with a large number of students whose families depend on the extra income, it is often necessary to include service learning within the parameters of the school day. Because there are documented benefits for students of all economic backgrounds to be involved in service learning, teachers and administrators must work to accommodate the needs of all that are involved with the programs.

Some students and their parents have argued that service learning requirements in public education are in violation of the Thirteenth Amendment. The Thirteenth Amendment states that, unless used as punishment for a crime, "involuntary servitude" is prohibited in the United States. In the three legal challenges, the courts have upheld the requirements of the school, and found service learning does not "entail the type of conduct for which the Thirteenth Amendment provides protection," (Johnson, 456).

Another noted downside to service learning is the time and effort required by teachers to establish a service learning program. According to author Bonnie Gardner, "funds, transportation, scheduling, volunteer help, supplies – all these and more can face a teacher who attempts to establish a service learning experience for her class," (17). By working with other teachers and community members, using available

resources and pre-existing materials, and by creating a program within the boundaries of a school's capabilities, a teacher can minimize the work of one person while extending the benefits beyond her classroom.

A final argument against service learning indicates that these programs decrease the amount of academic material covered in a classroom (Wade, 303). Research on effective service learning programs has shown just the opposite is true. When effectively put into place, a service learning program integrated with academics can actually increase academic achievement of students. By making learning relevant, service learning reaches the needs of a variety of learners and can help motivate students.

Conclusion

Given the immense benefits to students of all backgrounds and ability levels, service learning seems to be one of the few methods available to teachers that can effectively reach all members of their classrooms. When implemented in a structured and well thought out manner, which includes preparation, collaboration, service, curriculum integration, reflection, and celebration, the benefits that can be obtained are enormous. Not only do student attendance and motivation increase, but critical thinking and personal skills are also developed. Finally, by extending learning beyond the classroom, school becomes more relevant, particularly to at-risk students. With the obvious challenges in an ever-changing world, service learning is an excellent way for teachers to help their students address the world beyond the classroom in a positive manner.

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Field Research

***Elements from a Fifth Grade
Advocacy Service Learning Program***

Help! Afghanistan Needs You

Help! Afghanistan Needs You!

In 1996, the extreme militant group, the "Taliban," overthrew the existing government in Afghanistan. The Taliban immediately put an end to women's rights in the country resulting in severe consequences for those breaking the new laws. Women are no longer allowed to work outside of their homes, receive medical services, attend school if over the age of eight, and are required to be escorted by a male relative when leaving their homes. For those women enrolled in universities, and working as professionals, the Taliban ended such activity immediately. The new government also requires that all women in public must wear burqa, an outfit covering a woman's body from head to toe. Windows in women's homes facing public streets must be painted black, and car windows must be covered when women are passengers. Women not following the new laws are faced with arrest, beatings, and in some cases, death.

After seeing an episode of "7th Heaven" focusing on this issue, students in Mr. Morris' fifth grade classroom became outraged at the situation in Afghanistan. Students spent five weeks collecting and organizing information on the situation in an effort to raise awareness throughout the school. Announcements, posters, a bulletin board, and presentations were all organized and created by students.

The following pages include a collection of the work completed by students during this project.



My Reflection of the Service Learning Project

Suzanne Pettit

Throughout the course of the five weeks spent on this project, I was continually amazed at the effects of service learning. From the energy generated among our class, to the interest sparked in others, this five-week project could have easily been expanded and continued. Overall, I feel that the effects of this project were beneficial to all, and helped the students become aware that their voices can be heard and that they can make a difference in the world.

As the students began discussing the video, "Being A Leader," I allowed them to lead the discussion and worked only as a facilitator. As they began brainstorming project ideas, I wrote them on the board until we literally ran out of room. When the day came for voting, it was Jenna who raised her hand and shared what she had viewed on "7th Heaven" the previous evening. As she began discussing the situation in Afghanistan, several other students who had also viewed the program shared the details they could remember. Before long, the class was in a heated discussion about how "wrong" the current situation is and that they should do something to help.

Although it was a close race between helping the Humane Society and the situation in Afghanistan, the final vote indicated our project would center on helping the women being discriminated against. At first, some of the students who had wanted to work with animals were reluctant to begin the research on Afghanistan. However, when paired with students excited for the project, the enthusiasm was contagious. Even though I allowed them two days in class for research, several students continued looking up information at home to bring in and share with the class. As students began to uncover how things in Afghanistan had changed for the worst, the more dedicated they became to wanting to

help. When sharing their information with their classmates, students were introduced to the geography and resources of the country, political aspects, and social issues that are effecting the country's women.

After the research was completed, students began to shoot for the stars to help out. Wanting to begin everything from a fund-raiser to a peace march all at the same time, the class was forced to work together in order to decide where to begin. Once a bulletin board was decided upon, it was amazing how well the students worked together in planning. Differences of opinions were quickly voted on with no harsh feelings, and within thirty minutes, the students had decided upon a course of action. As a class, the goal was to raise awareness of the issue, and I was amazed as to how well everyone worked together to plan an eye-catching bulletin board. When it came time to decide who would work on what, I was again shocked at the efficiency the students demonstrated. Groups eagerly welcomed other students who had finished their part of the project and wanted to help with another aspect. Within a week, students had secured a centrally located board from the principal and had generated all of the materials needed for the display.

Once the bulletin board was displayed, announcements written and delivered by the students directed teachers and students to stop and find out more information on the situation in Afghanistan. Students distributed their "Squares to Wear" to teachers, students, families and friends and proudly wore theirs daily. When beginning their presentations, students worked efficiently in their groups with minimal disruptions. As the word spread through the school of the class' efforts, several students chose to stay in at recess and place posters around the school to promote more involvement.